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# LEARNING GUIDE FOR ELDERLY PEOPLE



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Food, Care and Digitalisation

**BRINGING DIGITALISATION  
TO THE OLDER GENERATION**

Project-N° 2022-1-HU01-KA220-ADU-000087910





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Authors	Kinga Matuz, Zsuzsanna Kiss-Szabó, Katalin Ferencz-Salamon, Rita Both, Marina Zmajche Milanovic
Country	Hungary – M-Around, Romania - SEC, Spain - Crea 360



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## LEARNING GUIDE FOR ELDERLY

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## 1. INTRODUCTION

This document has been produced as part of the Bridge project, with the aim of helping the older generation to keep up with the accelerating digital challenges. It outlines the problems older people face, how they can be improved, and suggests solutions for continuous improvement. To facilitate mastery, we have defined the objectives to be achieved, drawn up a list of the competences needed and prepared exercises to practice them.

### **Acknowledgments**

The authors like to thank all authors named in the sources for their input and their explanations on this topic. Some of their pictures are used in this publication.

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### **How can we help to be a 'successful ageing elderly'?**

There is a growing recognition that successful ageing depends not only on having the right genes, but also on how individuals actively manage their own ageing process. The growing elderly population and the threat of overburdened health and welfare systems make it increasingly important that older people are able to look after themselves for as long as possible. Also, the increasing number of healthy life years is pushing older people to find activities that motivate them. In this sense, "successful ageing" can be seen as the ability to take care of oneself and to find one's own way. Not everyone can do it equally well, and if we could identify what is needed to develop this ability, we would have long since contributed to solving its problems. There may be a need for guidelines or interventions to self-manage well-being in old age, to prevent and delay problems associated with ageing. In particular, self-management interventions may be needed that provide people with a general repertoire of cognitive and behavioural skills to cope with diverse and interacting ageing-related challenges, while reinforcing their strengths in achieving well-being.



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Why should older people be better than others at maintaining and building up such a general repertoire of cognitive and behavioural skills? Ageing often means that reserves and resources are reduced in many areas, and these losses are often compounded. It may therefore be particularly important for older people to have a wide range of self-management skills in different important areas of well-being. At the same time, this repertoire should include skills that reinforce our strengths and, as such, create and consolidate important resources to sustain well-being. Thus, older people can benefit from self-management interventions that do not focus only on a specific (health) problem, but cover all the fundamental aspects of well-being, including those that proactively help them to maintain well-being.

In case you want to know more about the BRIDGE project, you can visit our website: [www.foodandcare.eu](http://www.foodandcare.eu) .

## 2. DIGITAL COMPETENCES

Developing the digital competences of older people is essential in today's increasingly digital world. This can improve quality of life, help stay in touch with loved ones and access information and services more easily.

It is important to remember that the pace of learning and comfort with technology can vary from one individual to another. Tailor your approach to individual needs and preferences and celebrate successes and progress in developing digital competences.

The digital competence map is a comprehensive guide that describes the key competences needed.

The Digital Competency Map guides you through the core skills and knowledge areas needed to use digital tools effectively. It provides a structured framework aligned to the DigComp model, describing information and data literacy, communication and collaboration, digital content creation, digital security and problem solving. By following the competency map, they can identify and develop their existing knowledge in the digital domain.

Please start with the self-assessment. Let this result be the basis for focusing on the missing digital competences needed for your own work and for the training of older people.



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## 2.1 Identification of the Digital competences for elderly people

### Introduction

Digital literacy is not about learning something once. It needs to be constantly updated through learning, experimentation and practice. Technology is evolving at a tremendous speed, so to maintain digital literacy, not only older people but everyone needs continuous learning. The elderly are also encouraged to acquire the competences necessary to meet their daily needs, while striving to fulfil their potential. The technology choices of these consumers will vary according to their digital experience, knowledge of the technology, costs, resources, life circumstances and expected benefits.

To enable them to fulfil their potential and lead successful, productive lives through active ageing, it is essential that we address both traditional and digital needs and help them manage the changing balance between them.

Digital competences can be grouped according to their primary function and prioritised according to their complexity.

#### Definition of Competence:

Competence is a set of skills, combined with knowledge and abilities than an able to perform effectively in a job or situation.

These digital competences for staff and volunteers in elderly care are worked out, based on previous desk research in the Bridge project. The competences are formulated as well as the **performances**.

#### Definition of Performance

**Performance is an activity to realize a given task and involves “doing.” With the performance you can show that you have a competence. It includes knowledge, skills and attitude.**

The Digital Competence Map of the BRIDGE-project follows the five competence areas (DigComp). The key components of digital competence are distributed in 5 areas, summarised in the following table below.

The Competence areas: 1 (information and data literacy), 2 (Communication and collaboration) and 3 (Digital content creation) deal with competences focus on specific



digital activities. The Competence areas 4 (Safety) and 5 (Problem solving) are “transversal” as they apply to any type of activity carried out through digital means.

The desk research carried out at the start of the BRIDGE project provided important information and insights. It helped to identify a number of competences and related performances related to older people, in particular areas for improvement in digital competences. This was the starting point for the development of this curriculum. Each of the learning materials presented in this guide is therefore linked to one of the identified competences, as follows:





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## 2.2 Digital competences for elderly people

Nr	Competences	Performance (knowledge, attitude, skill)
1	<p><b>Information and Data Literacy</b></p> <p>Basic functions, including: browsing, texting and taking photos, downloading apps, passwords, security settings, file management, storing data on your device, external devices or in the cloud, using tutorials. Find information on the web. Daily news, guides, health information, financial information. Ability to obtain information from visual, auditory or graphic sources.</p>	<ul style="list-style-type: none"> <li>● I understand the independence of space and time (S)</li> <li>● I respond consciously to comments (managing bad feelings) I am attentive to dealing with inquiries about hate speech and harassment (A)</li> <li>● I can use navigation software (K)</li> <li>● I can use search tools to find information that interests me (K)</li> <li>● I am able to organise documents in an appropriate way (S)</li> <li>● I use IT tools as part of my daily life (S)</li> <li>● I follow technological developments (A)</li> <li>● I am open and adapt to technological changes (A)</li> </ul>
2	<p><b>Communication and collaboration</b></p> <p>Using smartphones and other digital devices to interact. Use of social media, SMS, voice and video calls, email and messaging services, chats, simple blogging, film and music streaming.</p>	<ul style="list-style-type: none"> <li>● I adapt to the needs of society (A)</li> <li>● I am open to new applications (A)</li> <li>● I am familiar with the advantages and disadvantages of different communication tools and services (K)</li> <li>● I can scan QR codes and navigate to a website (K)</li> <li>● I am able to send official documents and manage my own affairs in digital public administration (S)</li> <li>● I am able to use digital tools consciously for my communication, adapting their functions to the content of the communication (S)</li> </ul>
3	<p><b>Digital Content Creation</b></p> <p>Virtual meetings, joint preparation of documents, provision of services. Finding suitable learning opportunities, registration, payment and downloading related information. Critical and analytical thinking, research, preparing and submitting assignments, participating in live discussions, interacting in forums, developing skills for synchronous and asynchronous learning.</p>	<ul style="list-style-type: none"> <li>● I focus on formal design when producing content, I use different formats to publish the content I create (S)</li> <li>● I identify the subject area on which I want to produce content (S)</li> <li>● I can use the settings menu of a tool to make it more personal, user friendly (K)</li> <li>● I can create content and/or interact on social media platforms (K)</li> <li>● I am careful about what I share/post online as I know that online activities are constantly being recorded and can be accessed by others (A)</li> </ul>



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		<ul style="list-style-type: none"> <li>• I always take care not to share or use other people's data or intellectual property without their consent (A)</li> </ul>
4	<p><b>Safety</b></p> <p>Basic computer precautions, how to shop online safely, how to protect your data and privacy from cybercriminals, how to prevent a ransomware attack, how to protect files and documents. Preventing the theft of personal data and identity.</p>	<ul style="list-style-type: none"> <li>• I recognize and avoid suspicious links in emails, websites, social media messages, and pop-ups, and I know that clicking on such links poses a risk (A)</li> <li>• I consider it important to switch off energy devices when not in use (A)</li> <li>• I know how to protect against cybercrime, how to prevent fraud (K)</li> <li>• I know the process of secure customer authentication (K)</li> <li>• I know how to securely manage social media platforms, distinguish between real and dummy profiles (K)</li> <li>• I know and use two-factor authentication (S)</li> <li>• I can reactivate an account if I forget my password. (K)</li> <li>• I can update my computer security system to prevent viruses and other risks (K)</li> <li>• I am able to recognize trusted and valid resources, and secure websites by looking for padlock and https in the address bar (S)</li> <li>• I am able to keep the information I use to access my online accounts/digital devices secure, using different and secure passwords for the accounts (S)</li> </ul>
5	<p><b>Problem solving</b></p> <p>Applying for public services, filing tax returns, voting. Searching the market for products and services based on personal needs, comparing prices and values, buying tickets, online shopping, buying on social networking sites. Virtual consultation with doctors and other professionals.</p>	<ul style="list-style-type: none"> <li>• I am aware of assisted living/AI/potential (K)</li> <li>• I book appointments online with a doctor or other service provider (S)</li> <li>• I am able to improve my knowledge if necessary (S)</li> <li>• I know how to search by keywords (K)</li> <li>• I can use bookmarking to save and retrieve information (K)</li> <li>• I can search for and find information (K)</li> <li>• Ability to think through and consider a concept at multiple levels (S)</li> <li>• Ability to evaluate the results (S)</li> <li>• Share my location and position with family members and friends (A)</li> <li>• I use smart devices (health monitoring) (A)</li> <li>• I buy different things online (S)</li> <li>• I can pay bills using online services (K)</li> </ul>

We must address the gaps and challenges that prevent older people from benefiting from the digital transformation. We also need to recognise the age diversity of this broad and diverse cohort - adoption rates vary by age, ethnicity, educational attainment, computer skills, cognitive ability and income. Our task is to develop measures to address emerging risks around misinformation, cybercrime, security and privacy to create a more inclusive digital future for all.

Digital inclusion must be technically and practically accessible to all ages.

Digitalisation is one of the most powerful drivers and potential promoters of positive intergenerational change in health for an ageing population. The pandemic has served as a driving force that has accelerated the adoption of tools, models and digitisation faster than would otherwise have happened.

While older adults are more vulnerable to phishing and fraud and may have difficulty detecting the fake stuff, support and education resources can help them adopt a conscious and cautious online attitude, promote the use of trusted sites and avoid exposing personal data. This can actively enable older adults to feel more comfortable and confident online.

### 3. ZERO ASSESSMENT

This tool can be used to measure older adults digital competencies before and after the learning period.

#### Assessment of digital competences for elderly people

##### Instruction for users

Digital skills are one of the challenges in this 21st century for you. To improve your knowledge with specific training for your personal growth we need to know your knowledge and skills while using digital tools.

##### Step 1

Let answer or answer yourself the assessment. You can use online or paper version.

##### Step 2

You have received the honest answers of the assessment.



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Now it is the task for the staff to build a learning programme based on these answers. If you go to the overview of competences, you can find the respective learning programme. (see point 5.3)

This is the personalised learning programme for each participant.

Create groups with similar levels of knowledge. Please follow the methodological recommendations (see point 2) and the communications and learning activities with elderly people (see point 3).

Please find this assessment in the annex 1.

Please complete the following form with your data.

**Age range:**

60-64

65-69

70-74

75-79

80-84

85+

**Sex:**

Male

Female

**Country:**

Czech Republic

Hungary

Italy

Romania

Spain

The Netherlands

Other



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Please answer each statement honestly so that a learning programme can be created for you on this basis.

BASIC DIGITAL SKILLS/PROBLEM SOLVING	Yes	No
I can turn on a device and log in to any accounts/profile I have		
I can connect a device to a WIFI network		
I can find and use application or programmes on a device		
I can use the settings menu on a device to make it more personal/user-friendly (to change the wallpaper, to increase the font size to make it easier to read, etc.)		
I can organise my documents/photos using files and folders		
I can use bookmarks to save and retrieve website and information		
COMMUNICATION AND COLLABORATION, ONLINE ACTIVITIES	Yes	No
I can communicate with my family members and friends by using digital communication channels (email, Messenger)		
I can speak with my family members and friends through video tools (Zoom, Skype, Messenger, FaceTime)		
I can post content and/or interact on social media platforms (photos, messages, videos)		
I can use the Internet to make appointments to the doctor or other service providers		
I can use different digital navigation software's (Wazze, Google Maps) when I am traveling		
I can use search-machines to find that information in which I am interested (timetable of trains/buses, opening hours of shops, etc.)		
I can get food and clothes using online shopping		



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I can pay bills using online banking		
<b>ONLINE SAFETY, DIGITAL AND DATA SECURITY</b>	<b>Yes</b>	<b>No</b>
I can keep the information I use to access my online accounts/digital tools secure, by using different and secure passwords for accounts		
I can reactivate an account when I forgot my password		
I can recognise and avoid suspicious links in emails, websites, social media messages and pop ups, and I know that clicking on these links is a risk		
I can update my computer security system when necessary to prevent viruses and other risks		
I can identify secure websites by looking for the padlock and https in the address bar		
I always make sure not to share or use other people's data or intellectual property without their consent		
I am careful with what I share/post online as I know that online activity is recorded permanently and it can be accessed by others		



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**Bridging the generation gap:** Technology has rapidly advanced in recent years, and older individuals may not have had the same exposure or opportunities to learn about digital tools and devices. Younger people can bridge this generation gap by sharing their knowledge and expertise.

**Promoting inclusivity:** The digital world has become an integral part of modern life, from online communication and accessing information to online services and shopping. Helping older adults become more comfortable with technology ensures they are not left behind, promoting inclusivity and reducing the digital divide.

**Enhancing quality of life:** Technology can make life more convenient and enjoyable for older generations. It can help them stay connected with loved ones, access healthcare services, shop for essentials, and explore hobbies and interests. Young people can empower older adults to take advantage of these benefits.

**Reducing isolation:** Loneliness and social isolation are common challenges for older adults. Technology can help them connect with friends and family, participate in virtual communities, and access mental health support. Teaching older adults how to use digital tools can mitigate feelings of isolation.

**Cognitive stimulation:** Learning new skills, including technology, can help keep the brain active and engaged. Teaching older individuals how to navigate the digital world provides an opportunity for mental stimulation and lifelong learning.

**Building intergenerational relationships:** Assisting older adults with technology fosters closer bonds between generations. It can be a meaningful and rewarding experience for both parties, as they learn from each other and spend quality time together.

**Enhancing safety and security:** Teaching older individuals about online safety and cybersecurity can help protect them from scams, identity theft, and other digital threats. Younger people can provide guidance on how to stay safe while using the internet.

**Independence and empowerment:** Learning to use digital devices and services can give older adults a sense of independence and empowerment. They can manage their finances, access information, and perform everyday tasks more easily.

**Economic benefits:** Many government services, banking transactions, and discounts are accessible primarily online. Helping older individuals navigate the digital world can lead to financial savings and increased access to various resources.

**Fostering empathy and patience:** Assisting older generations with technology requires patience and understanding. Younger people can develop valuable interpersonal skills, such as empathy and patience, while helping older individuals overcome their digital challenges.

## 4. TRAINING GUIDE

### 4.1 Introduction to developing

Rather than just reading a book and making positive affirmations, one of the best ways to achieve personal growth and self-development is to seek new experiences. New experiences can be useful for people of any age, but most people need concrete experiences.

Personal growth and self-development are lifelong processes that don't have an age limit, including in elderly age. In fact, older adults can experience significant personal growth and development in various aspects of their lives. Here are some ways in which personal growth and self-development can continue in elderly age:

- **Continued Learning:** Lifelong learning is key to personal growth. Many older adults pursue new interests, take courses, and engage in self-study. This can include learning a new language, acquiring new skills, or gaining knowledge in a particular area of interest.
- **Physical Fitness:** Maintaining physical health is essential for personal growth. Regular exercise and healthy habits can help elderly individuals feel more energetic, improve their mobility, and maintain overall well-being.





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- **Mental Stimulation:** Engaging in mentally stimulating activities such as puzzles, reading, and problem-solving exercises can help keep the mind sharp and support cognitive growth.
  
- **Emotional Well-Being:** Exploring mindfulness and meditation techniques, seeking therapy or counselling, and engaging in self-reflection can contribute to emotional growth and well-being.
  
- **Volunteer Work:** Many elderly individuals find fulfilment and personal growth through volunteer work. Contributing to the community or a cause they care about can be deeply rewarding.
  
- **Art and Creative Expression:** Exploring creativity through art, music, writing, or other creative pursuits can be a source of personal growth and self-expression.
  
- **Travel and Exploration:** Traveling to new places and experiencing different cultures can lead to personal growth and a broader perspective on the world.
  
- **Social Engagement:** Building and maintaining relationships is important for personal growth. Elderly individuals can continue to meet new people, build friendships, and connect with others through social activities and organizations.
  
- **Spiritual Growth:** Many individuals explore spirituality and deepen their connection with their faith or seek new spiritual experiences as they age.
  
- **Legacy and Reflection:** Reflecting on one's life, values, and the legacy they want to leave can be a profound source of personal growth. Writing memoirs or engaging in oral history projects can be fulfilling endeavours.
  
- **Mentorship:** Offering guidance and mentorship to younger generations can be a way to pass on wisdom and experience while continuing to grow personally through the act of mentoring.



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- **Technology and Digital Literacy:** Learning to use new technologies and stay connected with the digital world can be a path to personal growth, enabling older adults to remain engaged and informed.
- **Setting Goals:** Regardless of age, setting and working towards personal goals, whether they are related to fitness, education, hobbies, or other areas, can be a powerful driver of personal growth.

It's essential to recognize that personal growth and self-development are individual journeys, and the path to growth can vary widely from person to person. Encouraging elderly individuals to pursue their interests, stay engaged with the world, and continue seeking personal fulfilment is important for their overall well-being and quality of life.

### **Why is it important to keep learning as you get older?**

The ability to learn, discover and explore helps you find meaning and purpose in life. For example, learning a new recipe can help you feel successful and appreciated when you prepare it for your family. Or reading something new can give you insights that you can share with your friends. Lifelong learning is useful at all stages of life, including the golden years.

Contrary to previous beliefs, cognitive abilities do not necessarily decline with age. Lifelong learning has many benefits for the well-being of older people and can improve their mental and intellectual well-being.

### **Why is lifelong learning so important for older people?**

Lifelong learning has been found to stimulate greater production and connectivity of neurons in the brain. Neurons are responsible for sending information around the body and when this is improved, it positively affects memory, attention, thinking and reasoning skills. This increased neuron generation can maintain and improve brain health. Activities such as learning a new language and mastering a new technique can have a cognitive stimulating effect and reduce the risk of Alzheimer's disease and other forms of dementia.

It also improves the ability to cope with challenges. Simply reading a book or practising an instrument can reduce muscle tension and blood pressure. Lower stress levels can help you cope better with challenging situations and life changes.



More socialisation. One of the best parts of lifelong learning is that it can be done with others! Courses, discussion groups and book clubs can trigger social interaction that is intellectually engaging and helps avoid depression and isolation, increasing socialisation.



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## 4.2 Starting point

Elderly people have many competencies, skills, and experiences that are valuable and should be recognized and respected. While it is important to remember that each person is unique and their competencies may vary, here are some common competencies and attributes often associated with older people:

- **Wisdom:** Older individuals have accumulated knowledge and life experience over the years, which often leads to greater wisdom. They can offer valuable insights and perspectives on various aspects of life.
- **Emotional Intelligence:** Many older people have developed a strong sense of emotional intelligence, which helps them navigate relationships and conflicts with empathy and understanding.
- **Adaptability:** While people often assume older individuals are resistant to change, many are quite adaptable. They've experienced numerous changes in their lives and have learned to cope with them.
- **Work Ethic:** Older generations often exhibit a strong work ethic, discipline, and dedication to their tasks. They understand the value of hard work and commitment.
- **Mentoring and Teaching:** Older people can serve as mentors and teachers, passing down knowledge and skills to younger generations. They often have expertise in various fields that can benefit others.
- **Financial Management:** Many older individuals have a good understanding of financial management, having dealt with savings, investments, and budgeting throughout their lives.
- **Problem-Solving:** With age often comes improved problem-solving skills. Older people can draw from their past experiences to find effective solutions to new challenges.



- **Resilience:** Having lived through various life experiences, older individuals may have developed a strong sense of resilience, which helps them bounce back from adversity and stress.
- **Patience:** Older people often possess greater patience, which can be valuable in dealing with complex or difficult situations.
- **Communication Skills:** Effective communication is often a skill that improves with age. Older individuals can be adept at listening, offering advice, and resolving conflicts through communication.
- **Cultural and Historical Knowledge:** Many older individuals have a deep understanding of their culture, history, and traditions. They can be a valuable resource for preserving and passing on cultural heritage.
- **Healthcare Advocacy:** Older people may have experience navigating the healthcare system and can be advocates for their own health or the health of others.
- **Community Engagement:** Older individuals frequently play active roles in their communities, volunteering, and contributing to social and charitable organizations.
- **Creativity:** Age doesn't necessarily diminish creativity. Older people may have developed artistic talents and hobbies that provide an outlet for self-expression.
- **Intergenerational Bonds:** They can foster strong intergenerational relationships and provide support, guidance, and love to their children, grandchildren, and other family members.

### 4.3. Digital learning activities

Digital learning activities can be a great way to engage and empower elderly people, helping them stay mentally active, socially connected, and up-to-date with technology. Here are some digital learning activities suitable for elderly:



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- **Basic computer skills:** Start by learning or reinforcing basic computer skills, including using the mouse and keyboard and understanding the desktop interface.
- **E-mail:** creating and using e-mail accounts to communicate with family and friends. Emphasising security practices for handling e-mails!
- **Social media:** learn about social media platforms such as Facebook and Instagram. These platforms can help them to connect with family and old friends.
- **Online courses:** Courses that match their interests, from history to arts and crafts.
- **Language learning apps:** Language learning apps like Duolingo or Rosetta Stone can be a fun way to learn or improve their language skills.
- **E-books and audiobooks:** Many libraries offer digital lending services.
- **Online games.**
- **Video calling:** set up video communication apps such as Zoom, Skype or FaceTime to stay in touch with loved ones who may be far away.
- **Photography and photo editing:** learning how to take and edit digital photos. This can be both creative and practical.
- **Online cooking courses.**
- **Health and fitness apps:** Using health and fitness apps to track physical activity and manage their health.
- **Online genealogy research:** genealogy websites where they can research information about their family tree.
- **Cultural and historical videos.**
- **Online discussion forums:** Many websites have forums and discussion groups on a wide variety of topics. These can provide a great opportunity to participate in discussions and share knowledge.
- **Coding and application development:** For those who are more tech-savvy, coding and application development courses can be a challenging and rewarding activity.
- **Virtual book clubs:** read and discuss books with like-minded individuals.



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- **Podcasts:** finding and listening to podcasts according to your current interests.

## 4.4. Usable devices and activities

### TODAY'S MODERN TYPES OF COMPUTERS

For desktop computers, the computer is a box. You can't use it for anything on its own, you need (and/or can) connect other devices to it to use it, these are the peripherals. A monitor, mouse and keyboard are essential for smooth use, but you can also connect a camera, speakers, microphone, disk drive, digital drawing board, external storage devices or a digital camera. However, transporting it is cumbersome and difficult precisely because of these limitations. It only works with mains power. It is typically wired to the Internet.

### LAPTOPS

Laptops are compact machines. All the (important) peripherals are integrated and built-in: monitor, keyboard, mouse, microphone, speakers, webcam, disk reader. Other peripherals can be connected, even another (larger) monitor or keyboard. There are smaller ones, larger ones (also called notebooks) and even some with touch screens. Laptops are battery-powered, so they can run without mains electricity, so you can take them with you. The age and quality of the battery, and the power requirements of the work you do, will determine how long they can run on a single charge, but they can also be used plugged in if necessary. They can be connected to the internet either wired or wirelessly (wifi).

### TABLETS

Tablets are touchscreen devices. They can vary in size, usually smaller than computer monitors but larger than smartphone screens. They have a webcam, microphone and speaker built-in. Their main advantage is that they are easily portable. You can type on the touchscreen using a virtual keyboard, using the touchscreen interface instead of a mouse to move around. Other peripherals are less convenient. They run on battery power and use wireless internet connection (wifi or data connection).

### SMARTPHONES



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Smartphones are also touchscreen devices, so they are very similar to tablets, but they can also be used to make phone calls. Because of their size, they are very easy to carry and can even be slipped into your pocket - although the small screen makes it harder to see and place things. They run on battery power. Like tablets, they connect to the internet wirelessly via wifi or data connection.

## **BROWSERS**

In order to browse and search the internet, you need a dedicated program: a browser. To make your work easier and more pleasant, you can personalise these browsers. There are several types of browser. They all offer the same basic functions, but they may have different layouts. They can be found on computers, tablets and smartphones.

## **FILE**

There are many files, so we need to organise them according to some logic. Some of the organisation is not our job, because the operating system and the programmes we use are organised when we install them. But we have to keep our own files in order. We use directories (folders) to organise our files. The special thing about directories is that they can contain additional directories: these are called subdirectories. The system of directories and subdirectories is called a directory structure.

## **TRANSFER PHOTOS, FILES FROM EXTERNAL DEVICES**

1. On some smartphones, cameras, you need to specifically enable the connection as a drive, otherwise the device will just charge - check this by looking at the phone screen.
2. Wait until the installation is complete, open File Manager under My Computer to find the newly connected device. The new device name may refer to the name, type of phone, camera
3. Open the device by double clicking on it. This will take you to the device's folder system. Photos are usually stored in a folder with the name DCIM, Photos, Pic, Pictures or similar, possibly referring to the type and name of the camera. This is also opened by double-clicking, and if there is an additional internal folder, it is also opened by double-clicking.
4. In the opened folder, the photos (videos, other files) are displayed. By selecting (click on the corresponding item for one item, right-click on the item and select all of them, or Ctrl+A for all items, or Ctrl+A for all items, while holding down Ctrl and clicking on the





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corresponding items, you can select any number of items) the files you want to copy or move.

5. Right-click on the selected file or files and choose Copy or Move from the pop-up menu, or Ctrl+C to copy after selecting, or Ctrl+X to move.

6. In My Computer, select the location where you want to place the selected items, then in the opened folder, right-click in the empty area and choose Paste, or use Ctrl+V on the keyboard to paste the files.

## **PROGRAMS, APPLICATIONS, APPS**

Launching programs, applications, apps is also called running. Each program has a different launcher icon, an image that the program's developers usually think is specific to the application, or the program's logo, or even the manufacturer's logo.

Never install a program from an unknown source, from a forum, from an email from an unknown sender.

On Android, the equivalent of the Microsoft Store is the Play Store, while for iOS it is the App Store. As with the Microsoft Store, don't be put off by the name, as free downloads and trials are available on all three platforms, and where indicated, free downloads are free. You only have to pay if you buy a more advanced version of an application or additional add-ons, but in such cases all stores always ask you back before you finalise your order to check whether you really want to buy the product, and in many cases you have to re-enter your passwords to avoid mis-selling or possible abuse or pranks.

## **BOOKMARKING, USING THE FAVOURITES BAR, ACCESSING HELPERS, GUIDES**

Frequently visited pages can be bookmarked as favourites. Bookmarked pages that you bookmark to your favourites will be automatically offered to you when you open a page when it's empty, and clicking on them will make it quicker and easier to open the pages. All browsers have the option to display a favourites bar or bookmarks bar. If you don't find this in your browser, you can search for "favourites bar" and the browser name at the same time to find out how to set up favourites on the web in the FAQs (frequently asked questions) page for that browser. Of course, this also applies to other programs and their help.

## **SOCIAL MEDIA**



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Social media is a new type of media, as defined by Wikipedia, shaped by the community at the community level, rather than by writers and journalists in the classical content production model. Typically, we can reach a small or large group of people with content quickly and quite cheaply. Social media can be a blog (online diary), various social networking sites where people typically share pictures (Instagram), text (Twitter) or videos (YouTube, Snapchat), or a combination of these. Grouping is most often based on a network of acquaintances, but most social networking sites also cater for one-way acquaintances, i.e. you can "follow" someone even if you know them only, which is most common for public figures, media personalities, stars or even brands. Of the many sites that serve communities, we will briefly look at the most well-known and most notable, Facebook, its possibilities and use.

## **FACEBOOK**

You can find people you know from the past (as long as they're part of your Facebook circle) or meet new people. We can join the pages of our favourite singers, bands, actors, or even newspapers and theatres, and follow them and see the content they share: texts, pictures, videos. We can find and join groups that match our hobbies and interests. Groups can be open, closed or even secret. Open and closed groups require you to apply to join, sometimes by answering questions. For a closed group, you can see the name, description, even who the members are, but you can only follow the activity within the group as a member. Open groups have no such protection. Secret groups are not searchable on Facebook, they are spread by "word of mouth". You can join by invitation, i.e. if you have a friend in the group, they can invite you.

On our own platform (the Timeline), we can post text, pictures, videos or content we have seen that we think is appropriate to post - this is called sharing. We can comment on other people's shared content, but it's important that, although we're not communicating in person, we follow the basic rules of common communication etiquette here too. Pay attention to spelling, use proper language and, as text in all capital letters in internet communication is considered shouting and screaming, be careful!

## **BOOK MESSENGER, SKYPE, GTALK/HANGOUTS FACE**

All messaging can be likened to posting on a message board what you want to let the other person know, who, when they walk by and see it, will reply. However, the message board is visible to everyone, and the private messages detailed below are only received by the recipient.



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## DEVICES

For smartphones and tablets, you can download so-called apps, i.e. separate small programmes to use the different chat devices. For Windows, the Microsoft Store, for Android the Play Store and for Apple products the AppStore will be the place to get the individual programmes. Facebook Messenger is available as a separate download for smartphones and tablets. The app interfaces may differ in layout, but the buttons that represent functions are the same, so it's easy to use them by looking for familiar icons.

## INTERNET BANKING

When banking or shopping online, always make sure you enter your details on the real, encrypted banking site. This can be checked by looking for the prefix <https://> at the beginning of the site name, or by looking at the authentication certificate itself in the area before the address bar. It is usually marked with a green colour and a padlock to indicate that the connection is secure. Never click on links in phishing emails, banks and other service providers are guaranteed not to ask you for confidential information by email.

## WEB STORES

Almost every shop has a website on the Internet, and many of them now have their own webshop. This can be as simple as browsing the webshop, choosing what you need and then going to a shop to pick it up and examine it. To be complete: all furniture stores and bookshops have a webshop, which you can always access conveniently from the company's website. If you're on a mobile device, you can also browse the app version of the stores, which are mostly available as mobile apps.

## ONLINE SHOPPING

Online shopping is a special service, also via the online shop. Both small and large companies offer online shopping. Although delivery is usually an extra cost, it can be a great relief not to have to carry the shopping for a larger purchase. Home delivery is available everywhere, but check that it is delivered to you. Payment methods can vary (smaller ones even accept cash on delivery). You can also order groceries, mirelite, fruit and vegetables, household chemicals and cosmetics. They all undertake to deliver chilled and frozen goods with proper refrigeration, but if something arrives damaged, remember that we are not obliged to accept goods of unsatisfactory quality! Suppliers will not normally take back rolls.

## ONLINE MARKETPLACES



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Virtual marketplaces where you can find almost anything. If you are using a foreign site, make sure that your country is listed as one of the delivery destinations. Whatever your virtual marketplace, it's safe to browse. However, to order or purchase, you will need to create an account and enter a billing/shipping address.

### **PAY ONLINE**

Before ordering, it's worth checking which payment methods are available. Cash on delivery is becoming less and less common. You can choose to pay by mobile terminal, which means that the courier arrives with a mobile card reader when delivering the goods. There are also shops where you can pay by bank transfer. We can transfer the purchase price from our online bank to the shop and they will deliver the goods once the transfer has been received. The most common way to pay online is to be directed to a payment gateway and enter your credit card details. If you are buying from a trusted online store, you should not have to worry about this, but it is worth checking with unknown online stores first.

## **4.5. Principles of non-formal learning**

### **Introduction**

We have all been learners in several types of learning processes. After basic school, most of us went on to secondary school, high school, VET or University. And when we completed our study and started a job, it was clear that the learning did not stop there.

Courses, training, learning on the job. Learning continues, as part of our life-long learning experience. It is also clear that the way we learned changed over time. From a formal kind of learning in general education, we discovered new styles of learning.

Let's explore the **different types of learning and identify the ones most beneficial for elderly individuals.**

### **Formal, non-formal and informal learning**

Educational experts from CEDEFOP distinguish three types of learning:

- Formal learning
- Non-formal learning
- Informal learning

Let us find out what the differences are.

### **Formal learning**



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Is defined as the *"learning that takes place in an organized and structured context (e.g., in an educational or training institution or in the workplace. It is explicitly designated as learning, and is structured in terms of learning objectives, learning time or learning support. Formal learning is purposeful from the learner's perspective and generally leads to certification."*

Accordingly, this form of learning takes place in schools and apprenticeships.

### **Informal learning**

Is defined as the *"learning that takes place in everyday life, at work, in the family circle or in leisure time. It is not organized or structured in terms of learning objectives, learning time or learning support. Informal learning is in most cases not explicitly intended from the learner's perspective"*.

The outcomes of informal learning, such as informally acquired competences, generally do not lead to certification. In some circumstances, they may be validated and certified as part of the recognition of previously acquired knowledge from other learning options.

### **Non-formal learning**

Is seen as the *"learning that is embedded in planned activities that are not explicitly designated as learning (in terms of learning objectives, learning time, or learning support), but which contain a distinct learning element. Non-formal learning is intentional from the learner's perspective."*

Non-formal learning is also referred to as "semi-structured learning". Outcomes can be validated and certified. Non-formal learning can be used effectively in the learning process of elderly people.

### **Choosing the Right Learning Style for Elderly People:**

Considering these three types of learning, formal learning may not be the ideal choice for elderly people. Instead, a combination of non-formal and informal learning is more suitable, based on factors such as the cognitive level and learning facilities available to the elderly learners.

## **4.6 Self-assessment of digital competences for elderly people**

Self-assessment of digital competences in older age can help individuals identify their strengths and weaknesses when it comes to using digital technology. Here's a self-assessment checklist that older individuals can use to evaluate their digital skills:

### **1. Basic Device Operation:**



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- I can turn on and off my computer or mobile device.
- I know how to use a mouse or touchpad to navigate the screen.

## 2. **Typing Skills:**

- I can type on a keyboard, even if it's not very fast.
- I can use a touchscreen keyboard on a tablet or smartphone.

## 3. **Internet Browsing:**

- I can open a web browser.
- I know how to search for information using a search engine like Google.

## 4. **Email:**

- I can send and receive emails.
- I can attach files or photos to my emails.

## 5. **Social Media:**

- I have accounts on social media platforms like Facebook or Twitter.
- I can post updates and interact with friends and family on social media.

## 6. **Video Calls:**

- I have made video calls using applications like Zoom, Skype, or FaceTime.
- I can adjust settings for video and audio during a video call.

## 7. **Online Shopping:**

- I have made online purchases and am comfortable entering payment information.
- I can navigate e-commerce websites and add items to a shopping cart.

## 8. **Online Safety and Security:**

- I know how to create and use strong passwords.
- I am cautious about sharing personal information online and can recognize phishing attempts.



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#### 9. **Word Processing and Spreadsheets:**

- I can create and edit documents in word processing software (e.g., Microsoft Word).
- I am familiar with basic spreadsheet tasks (e.g., using Microsoft Excel).

#### 10. **Online Banking:**

- I use online banking to check account balances, transfer funds, and pay bills.
- I am aware of security practices when conducting financial transactions online.

#### 11. **Photography and File Management:**

- I can take photos with a digital camera or smartphone.
- I know how to transfer and organize digital photos and files on my computer or device.

#### 12. **Searching for Help:**

- If I encounter a problem with my device or a digital task, I can search online for solutions or help.

#### 13. **Lifelong Learning:**

- I am open to learning new digital skills and am interested in exploring different aspects of technology.

#### 14. **Adaptive Technology:**

- If I have physical limitations, I am aware of and use adaptive technology, such as voice recognition or screen readers.

#### 15. **Troubleshooting and Problem-Solving:**

- I can troubleshoot common issues that arise when using digital devices and software.
- I am comfortable experimenting and problem-solving when something doesn't work as expected.



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## 16. Motivation and Confidence:

- I feel motivated to learn and improve my digital skills.
- I am confident in my ability to use technology effectively.

This self-assessment checklist can help older individuals identify areas where they may need further support or training. It's important to approach digital learning with a growth mindset, as digital competences can be developed and improved with practice and guidance. If there are areas where they feel less confident, seeking out digital training or assistance can be a valuable step toward enhancing their digital skills and confidence.

## 4.7. Self-development of digital competences for elderly

Self-development of digital competences for elderly is certainly possible and can greatly enhance the quality of life for older individuals.

Here are **steps and tips** for older adults who want to independently improve their digital skills:

1. **Assess Your Current Skills:** Start by assessing your current level of digital competence. Identify what you can already do and what areas you'd like to improve.
2. **Set Clear Goals:** Define specific goals for what you want to achieve with digital technology. This might include tasks like sending emails, using social media, or online shopping.
3. **Choose the Right Device:** Select a digital device that suits your needs and comfort level. Many older adults find smartphones or tablets with touch screens more intuitive and user-friendly.
4. **Access Online Resources:** There is a wealth of online resources available for learning digital skills. Websites, video tutorials, and online courses can be valuable sources of information.
5. **Use Senior-Friendly Websites and Apps:** Many websites and apps are designed with older users in mind. Look for these senior-friendly options, as they often have simplified interfaces and larger text.
6. **Learn at Your Own Pace:** Don't rush your learning process. Take your time to grasp each concept before moving on to the next. Be patient with yourself.
7. **Ask for Help:** If you have friends or family members who are tech-savvy, don't hesitate to ask for their assistance when you encounter difficulties.





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8. **Enrol in Online Courses:** Many online platforms offer courses specifically designed for older adults to learn digital skills. Look for courses on websites like Coursera, Udemy, or edX.
9. **Practice Regularly:** Regular practice is crucial for improving digital skills. Use your device daily to become more comfortable with it.
10. **Utilise Accessibility Features:** Familiarise yourself with the accessibility features on your device. These can make it easier to use technology, especially if you have vision or hearing impairments.
11. **Online Safety:** Learn about online safety and how to protect your personal information. Be cautious about sharing sensitive data online.
12. **Join Social Media:** Consider joining social media platforms to stay connected with family and friends. Many older adults find these platforms to be great for keeping in touch.
13. **Read User Manuals:** Don't overlook the user manuals and guides that come with your device. They often provide valuable information and tips.
14. **Embrace Online Communities:** Participate in online communities or forums related to your interests. This can be an enjoyable way to connect with like-minded individuals and learn from others.
15. **Learn from Mistakes:** Don't be discouraged by mistakes or challenges. Learning from your errors is a natural part of the process.
16. **Stay Informed:** Technology is constantly evolving. Keep yourself informed about new features, apps, and software updates.
17. **Seek Support Groups:** Look for local or online support groups for older adults learning digital skills. These groups can provide a sense of community and mutual assistance.
18. **Have Fun:** Make learning enjoyable by exploring activities you're passionate about, whether it's playing games, watching videos, or reading e-books.

Remember that self-development of digital competences is a personal journey, and there's no one-size-fits-all approach. Take small steps, be persistent, and enjoy the process of discovering the digital world at your own pace.



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## 5. EVALUATION OF THE LEARNING PROCESSES

Self-evaluation of the learning processes in elderly age is a valuable practice to ensure that the learning experiences are effective, enjoyable, and tailored to an individual's needs and goals. Here are some tips on how older adults can self-assess their learning processes:

**Set Clear Learning Goals:** Define what you want to achieve with your learning. Be specific about the skills or knowledge you're aiming to acquire.

**Regular Progress Checks:** Periodically assess your progress to determine whether you're meeting your learning goals. Celebrate your achievements, no matter how small.

**Reflect on Challenges:** Identify the areas or topics that have been challenging for you. Recognize these challenges as opportunities for growth and improvement.

**Adjust Your Approach:** If you're not making the progress you desire, consider adjusting your learning approach. Are there different resources or methods you could try?

**Seek Feedback:** If you have friends or family members who are also learning digital skills, ask for their feedback and insights. They may offer suggestions or share their experiences.

**Stay Informed:** Keep up-to-date with the latest developments in technology and digital tools. Understanding new features and applications can help you make informed choices about what to learn next.

**Evaluate Learning Resources:** Assess the effectiveness of the resources you're using. Are online courses, tutorials, or guides meeting your learning needs? Are they engaging and easy to understand?

**Track Time and Effort:** Be mindful of the time and effort you're investing in your learning. Are you dedicating sufficient time to practice and study?

**Adapt to Your Learning Style:** Recognize your preferred learning style. Some individuals learn best through visual materials, while others may prefer hands-on practice. Adjust your approach to align with your style.

**Stay Motivated:** Reflect on your motivation and enthusiasm for learning. Are you genuinely interested in what you're learning? Adjust your goals to align with your passions.



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**Assess Your Digital Comfort:** Evaluate your comfort level with digital devices and tools. Are you becoming more confident and at ease with technology?

**Problem-Solving Skills:** Assess your problem-solving abilities when faced with technology-related challenges. Can you troubleshoot issues on your own, or do you need to seek help?

**Online Safety Awareness:** Reflect on your awareness of online safety practices. Are you taking necessary precautions to protect your personal information while using digital platforms?

**Social Engagement:** Consider whether your learning has led to increased social engagement. Are you using technology to connect with friends and family, or to participate in online communities?

**Adaptability:** Assess your ability to adapt to new digital tools and applications. Are you open to exploring and trying new technologies?

**Lifelong Learning:** Embrace the concept of lifelong learning and recognize that the learning process never truly ends, especially in the digital age.

Remember that self-evaluation is a constructive and ongoing process. It helps you make informed decisions about your learning journey and ensures that your efforts lead to meaningful progress. Be patient with yourself, and don't be discouraged by setbacks. Learning at any age is a rewarding and empowering experience.



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## 5.1. Learning materials

COMPETENCES	LEARNING MATERIAL
<b>Competence area</b>	<b>Information and Data Literacy</b>
<b>Performance indicator</b>	<ul style="list-style-type: none"> <li>• I understand the independence of space and time (S)</li> <li>• I respond consciously to comments (managing bad feelings) I am attentive to dealing with inquiries about hate speech and harassment (A)</li> <li>• I can use navigation software (K)</li> <li>• I can use search tools to find information that interests me (K)</li> <li>• I am able to organise documents in an appropriate way (S)</li> <li>• I use IT tools as part of my daily life (S)</li> <li>• I follow technological developments (A)</li> <li>• I am open and adapt to technological changes (A)</li> </ul>
<b>Learning objectives</b>	By the end of this unit, learners will be able to manage the audiovisual content from their devices. They can store data on their devices, external devices or in the cloud.
<b>Activity 1</b>	
<b>Type of activity</b>	Practical Exercise
<b>Instructions</b>	Download the photos from your phone to your computer/laptop. Create a folder on Google Drive with subfolders in it. Upload the photos to the subfolders, sorted by the occasion they were taken.

<b>Self-evaluation method</b>	Use the Search button on your Drive, using the Folder/Subfolder name to check if the photos are uploaded to the right place.
<b>Resources further study/practice</b>	<p>How to transfer photos from your android device to your computer:  <a href="https://www.zdnet.com/article/how-to-transfer-photos-from-your-android-device-to-your-windows-computer/">https://www.zdnet.com/article/how-to-transfer-photos-from-your-android-device-to-your-windows-computer/</a></p> <p>How to transfer photos from an Android Smartphone:  <a href="https://youtu.be/41CwDOZ3Hol?si=zq9NPbGmR95rGTkR">https://youtu.be/41CwDOZ3Hol?si=zq9NPbGmR95rGTkR</a></p>
<b>Activity 2</b>	
<b>Type of activity</b>	Practical Exercise



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<p><b>Instructions</b></p>	<p>Choose one of your email accounts to work with. It could be your personal email or a practice account if available. Go through your email inbox and identify emails with attachments that you consider important or valuable. These attachments could include documents, images, PDFs, or any other files. Download the attachments from the selected emails to a designated folder on your computer. You can create subfolders within this folder based on your categories. Move the downloaded attachments to the appropriate subfolders based on their categories. Ensure each attachment is placed in a folder that matches its content.</p>
<p><b>Self-evaluation method</b></p>	<p>Reflect on your performance in the practical exercise. Use the following scale to assess your competence in each aspect:</p> <p><b>Understanding of the Task (UT) choose one of the statements:</b></p> <p>I struggled to understand the purpose and steps of the activity.  I partially understood the task but faced challenges during execution.  I understood the task well and executed it with minor difficulties.  I fully understood the task and executed it smoothly.</p> <p><b>Efficiency in Downloading Attachments (ED), choose one of the statements:</b></p> <p>I encountered significant difficulties in downloading attachments.  I managed to download attachments but faced some challenges.  I efficiently downloaded attachments with minimal issues.  I flawlessly downloaded attachments with ease.</p> <p><b>Organizing Attachments (OA), choose one of the statements:</b></p> <p>I struggled to categorize and organize attachments.  I categorized attachments but faced challenges in organizing them.  I organized attachments into subfolders based on categories.  I not only organized attachments but also created a systematic folder structure.</p> <p><b>Attention to Detail (AD), choose one of the statements:</b></p> <p>I overlooked important details during the activity.  I noticed most details but missed some critical ones.  I paid attention to important details and executed the task effectively.  I demonstrated keen attention to detail, ensuring accuracy and completeness.</p>
<p><b>Resources further study/practice</b></p>	<p>Email Management and Organization:</p>



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	<p>Online Course: "Email Management: Tips and Tools" on platforms like LinkedIn Learning or Udemy.</p> <p>UNESCO Digital Literacy Resource Platform: Search for UNESCO's digital literacy resources on their official website.</p>
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COMPETENCES	LEARNING MATERIAL
<b>Competence area</b>	<b>Communication and collaboration</b>
<b>Performance indicator</b>	<ul style="list-style-type: none"> <li>• I adapt to the needs of society (A)</li> <li>• I am open to new applications (A)</li> <li>• I am familiar with the advantages and disadvantages of different communication tools and services (K)</li> <li>• I can scan QR codes and navigate to a website (K)</li> <li>• I am able to send official documents and manage my own affairs in digital public administration (S)</li> <li>• I am able to use digital tools consciously for my communication, adapting their functions to the content of the communication (S)</li> </ul>
<b>Learning objectives</b>	By the end of this unit, learners will be able to get and use the applications they need to adapt to the needs of society.
<b>Description of the learning process</b>	Use of social media, email, video chat apps in different life situations.
<b>Activity 1</b>	
<b>Type of activity</b>	Practical Exercise
<b>Instructions</b>	Check your phone for a QR code reading application. If you don't have one, download it from the AppStore. Use the application to access the QR code menu in a restaurant. Choose a desert from the menu, enjoy :)
<b>Self-evaluation method</b>	If you were able to read the menu, it means you have successfully completed this task.
<b>Resources further study/practice</b>	Scan QR codes Securely on Android: <a href="https://youtu.be/DttdxvbeY_w?si=4r_3tq9j3UosZzI9">https://youtu.be/DttdxvbeY_w?si=4r_3tq9j3UosZzI9</a> How to Scan QR codes with Android Phones without an App: <a href="https://youtu.be/rbpMdFQb8i8?si=fMUx5vOf7eJVqjpx">https://youtu.be/rbpMdFQb8i8?si=fMUx5vOf7eJVqjpx</a>
<b>Activity 2</b>	
<b>Type of activity</b>	Practical Exercise
<b>Instructions</b>	Let's Schedule a Virtual Meeting. Reach out to a friend, family member, or colleague who is willing to participate in a virtual meeting with you. Open the video conferencing application (Zoom or Google meet) and schedule a meeting for a specific date and time. Invite your chosen participant to the meeting using their email address.
<b>Self-evaluation method</b>	Instructions:



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	<p>Reflect on your performance in the practical exercise. Use the following scale to assess your competence in each aspect choosing one statements:</p> <p><b>Understanding of the Task (UT):</b></p> <p>I struggled to understand the purpose and steps of scheduling a virtual meeting. I partially understood the task but faced challenges during execution. I understood the task well and executed it with minor difficulties. I fully understood the task and executed it smoothly.</p> <p><b>Efficiency in Application Usage (EA):</b></p> <p>I encountered significant difficulties in navigating and using the video conferencing application. I managed to use the application but faced some challenges. I efficiently used the application with minimal issues. I flawlessly navigated the application with ease.</p> <p><b>Scheduling Proficiency (SP):</b></p> <p>I struggled to schedule a meeting with a specific date and time. I scheduled a meeting but faced challenges in setting a date and time. I efficiently scheduled a meeting with a specific date and time. I flawlessly scheduled a meeting with ease.</p> <p><b>Invitation Process (IP):</b></p> <p>I encountered difficulties inviting a participant to the scheduled meeting. I invited a participant but faced challenges in the invitation process. I efficiently invited a participant with minimal issues. I flawlessly invited a participant with ease.</p>
<p><b>Resources further study/practice</b></p>	<p>Online Course: "Effective Virtual Communication" on platforms like LinkedIn Learning or Coursera.</p> <p>Website: Official guides and tutorials on the websites of popular video conferencing platforms (Zoom, Google Meet, Microsoft Teams).</p> <p>Online Resource: "Digital Communication Skills Guide" by SkillsYouNeed <a href="https://www.skillsyouneed.com/ips/communication-skills.html">https://www.skillsyouneed.com/ips/communication-skills.html</a></p>





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COMPETENCES	LEARNING MATERIAL
<b>Competence area</b>	<b>Digital Content Creation</b>
<b>Performance indicator</b>	<ul style="list-style-type: none"> <li>• I focus on formal design when producing content, I use different formats to publish the content I create (S)</li> <li>• I identify the subject area on which I want to produce content (S)</li> <li>• I can use the settings menu of a tool to make it more personal, user friendly (K)</li> <li>• I can create content and/or interact on social media platforms (K)</li> <li>• I am careful about what I share/post online as I know that online activities are constantly being recorded and can be accessed by others (A)</li> <li>• - I always take care not to share or use other people's data or intellectual property without their consent (A)</li> </ul>
<b>Learning objectives</b>	By the end of this unit, learners will be able to produce visual content on a basic level, share it on social media, and be aware of the rules regarding sharing pictures with other people.
<b>Description of the learning process</b>	
<b>Activity 1</b>	
<b>Type of activity</b>	Practical Exercise
<b>Instructions</b>	Share the group photo from a trip in the Facebook group of your friends. Before sharing it, put the date and place the photo was taken on the picture. Tag the participants of the trip.
<b>Self-evaluation method</b>	Check on your Facebook group if the photo is visible and all participants are tagged.
<b>Resources further study/practice</b>	<p>How to edit photos on Android?  <a href="https://youtu.be/WmoCFFxInI?si=wr5R8oXruQCX1iWK">https://youtu.be/WmoCFFxInI?si=wr5R8oXruQCX1iWK</a></p> <p>HOW TO EDIT PHOTOS ON YOUR IPHONE OR ANDROID - SNAPSEED PHOTO EDITOR TUTORIAL  <a href="https://www.youtube.com/watch?v=JyT9fo9Zp9M">https://www.youtube.com/watch?v=JyT9fo9Zp9M</a></p>
<b>Activity 2</b>	
<b>Type of activity</b>	Practical Exercise
<b>Instructions</b>	Choose an informative and engaging topic that you would like to create an infographic about. It could be related to a hobby, a social issue, a recent news event, or anything that interests you. Research and gather relevant information and statistics about your chosen topic. Ensure the data is accurate and from credible sources. Use a user-friendly online design tool for creating infographics. Canva, Piktochart, or Venngage are popular options. Select an infographic template that suits your topic and style preferences. Populate the infographic with your gathered information. Include eye-catching visuals, charts, and concise text to convey your



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	<p>message effectively. Write a brief and engaging social media post to accompany your infographic. Mention the significance of the information and why you chose to create the infographic. Go to your preferred social media platform (e.g., Facebook, Instagram) and create a new post.</p>
<p><b>Self-evaluation method</b></p>	<p>Reflect on your performance in the practical exercise. Use the following scale to assess your competence in each aspect, choosing one statement:</p> <p><b>Topic Selection and Research (TSR):</b></p> <p>I struggled to choose an informative and engaging topic for the infographic.</p> <p>I selected a topic but faced challenges in gathering relevant information and statistics.</p> <p>I successfully chose a topic and gathered accurate information from credible sources.</p> <p>I not only chose a compelling topic but also gathered information proficiently.</p> <p><b>Tool Proficiency (TP):</b></p> <p>I encountered difficulties using the online design tool for creating infographics.</p> <p>I managed to use the tool but faced some challenges.</p> <p>I efficiently used the tool with minimal issues.</p> <p>I flawlessly navigated the tool and utilized its features with ease.</p> <p><b>Infographic Design (ID):</b></p> <p>I struggled to create an infographic with a formal design and eye-catching visuals.</p> <p>I created an infographic but faced challenges in formatting and visual appeal.</p> <p>I designed an infographic with a formal design, visuals, and charts.</p> <p>I produced an engaging infographic with effective visual elements.</p> <p><b>Social Media Post Creation (SMPC):</b></p> <p>I encountered difficulties in writing a brief and engaging social media post.</p> <p>I wrote a post but faced challenges in conveying the significance of the information.</p> <p>I successfully wrote a compelling social media post accompanying the infographic.</p> <p>I crafted an engaging post, clearly explaining the importance of the information.</p> <p><b>Awareness of Online Rules (AOR):</b></p> <p>I neglected to consider online rules and potential privacy issues.</p> <p>I was somewhat aware of online rules but may have overlooked some aspects.</p>



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	<p>I demonstrated awareness of online rules and privacy concerns.</p> <p>I consistently took care to adhere to online rules and respect privacy.</p>
<b>Resources further study/practice</b>	<p>Website: Official guides and tutorials on the websites of popular design tools like Canva, Piktochart, or Venngage.</p>



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COMPETENCE	LEARNING MATERIAL
<b>Competence area</b>	<b>Safety</b>
<b>Performance indicator</b>	<ul style="list-style-type: none"> <li>● I recognize and avoid suspicious links in emails, websites, social media messages, and pop-ups, and I know that clicking on such links poses a risk (A)</li> <li>● I consider it important to switch off energy devices when not in use (A)</li> <li>● I know how to protect against cybercrime, how to prevent fraud (K)</li> <li>● I know the process of secure customer authentication (K)</li> <li>● I know how to securely manage social media platforms, distinguish between real and dummy profiles (K)</li> <li>● I know and use two-factor authentication (S)</li> <li>● I can reactivate an account if I forget my password. (K)</li> <li>● I can update my computer security system to prevent viruses and other risks (K)</li> <li>● I am able to recognize trusted and valid resources, and secure websites by looking for padlock and https in the address bar (S)</li> <li>● - I am able to keep the information I use to access my online accounts/digital devices secure, using different and secure passwords for the accounts (S)</li> </ul>
<b>Learning objectives</b>	By the end of this unit, learners will be able to register to a website and pay for goods on the internet in a secure way.
<b>Description of the learning process</b>	
<b>Activity 1</b>	
<b>Type of activity</b>	Practical Exercise
<b>Instructions</b>	Choose a movie you would like to go to, buy a ticket online. Be careful with the information you provide when registering and paying, make sure that the site asks for two-factor authentication.
<b>Self-evaluation method</b>	In case of successful payment you should receive on your email address the ticket(s) and a proof of your payment.
<b>Resources further study/practice</b>	<p>Tips for buying online:  <a href="https://www.qld.gov.au/law/your-rights/consumer-rights-complaints-and-scams/consumer-advice-rights-and-responsibilities/tips-to-become-a-smarter-shopper/tips-for-buying-online">https://www.qld.gov.au/law/your-rights/consumer-rights-complaints-and-scams/consumer-advice-rights-and-responsibilities/tips-to-become-a-smarter-shopper/tips-for-buying-online</a>            SAFETY HACKS TO ENSURE SAFE &amp; SECURE DIGITAL PAYMENTS AND DEAL WITH ONLINE FRAUD  <a href="https://www.expresscomputer.in/guest-blogs/safety-hacks-to-ensure-safe-secure-digital-payments-and-deal-with-online-fraud/83556/">https://www.expresscomputer.in/guest-blogs/safety-hacks-to-ensure-safe-secure-digital-payments-and-deal-with-online-fraud/83556/</a></p> <p>What is two factor authentication and why is it used?</p>



	<p><a href="https://www.techtarget.com/searchsecurity/definition/two-factor-authentication">https://www.techtarget.com/searchsecurity/definition/two-factor-authentication</a></p> <p>HOW TO SET UP TWO-FACTOR AUTHENTICATION (2FA) FOR ALL YOUR ACCOUNTS</p> <p><a href="https://youtu.be/hlpoc3C1kWM?si=1MiOmeQlwKE3EXnf">https://youtu.be/hlpoc3C1kWM?si=1MiOmeQlwKE3EXnf</a></p>
Activity 2	
<b>Type of activity</b>	Practical Exercise
<b>Instructions</b>	<p>Choose one of your existing online accounts (e.g., email, social media, or a shopping website) that you use frequently. Use the password manager's password generator feature to create a strong, complex password for the selected account. Ensure that the password includes a mix of upper and lower-case letters, numbers, and special characters. Save the generated password in your password manager, associating it with the selected account. Replace the old password with the new, strong password. Save the updated password in your password manager.</p>
<b>Self-evaluation method</b>	<p>Reflect on your performance in the practical exercise. Use the following scale to assess your competence in each aspect:</p> <p><b>Password Generation (PG):</b>          I struggled to use the password manager's password generator to create a strong, complex password.          I managed to use the password generator but faced challenges in creating a strong password.          I successfully created a strong, complex password using the password generator.          I not only created a strong password but also understood the importance of using a mix of characters.</p> <p><b>Password Manager Usage (PMU):</b>          I encountered difficulties saving and managing passwords in the password manager.          I managed to save the generated password but faced challenges in associating it with the selected account.          I efficiently saved the generated password and associated it with the selected account.          I flawlessly navigated the password manager, ensuring the password was securely saved.</p> <p><b>Password Update (PU):</b>          I struggled to replace the old password with the new, strong password.          I replaced the old password but faced challenges in the updating process.          I efficiently updated the password with the new, strong one.          I flawlessly updated the password, ensuring a seamless transition.</p> <p><b>Security Awareness (SA):</b>          I neglected to consider the importance of secure passwords and account management.</p>



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	<p>I was somewhat aware but may have overlooked some aspects of secure password practices.</p> <p>I demonstrated awareness of secure password practices and the importance of updating them.</p> <p>I consistently followed best practices for password security.</p>
<b>Resources further study/practice</b>	<p>Official tutorials and guides on the websites of popular password managers like LastPass, Dashlane, or 1Password.</p> <p>YouTube tutorials on using password managers securely.</p>
<b>COMPETENCE</b>	<b>LEARNING MATERIAL</b>
<b>Competence area</b>	<b>Problem solving</b>
<b>Performance indicator</b>	<ul style="list-style-type: none"> <li>• I am aware of assisted living/AI/potential (K)</li> <li>• I book appointments online with a doctor or other service provider (S)</li> <li>• I am able to improve my knowledge if necessary (S)</li> <li>• I know how to search by keywords (K)</li> <li>• I can use bookmarking to save and retrieve information (K)</li> <li>• I can search for and find information (K)</li> <li>• Ability to think through and consider a concept at multiple levels (S)</li> <li>• Ability to evaluate the results (S)</li> <li>• Share my location and position with family members and friends (A)</li> <li>• I use smart devices (health monitoring) (A)</li> <li>• I buy different things online (S)</li> <li>• I can pay bills using online services (K)</li> </ul>
<b>Learning objectives</b>	By the end of this unit, learners will be able to apply for a service online, compare values, bookmark websites, consult with a specialist online.
Description of the learning process	
<b>Activity 1</b>	
<b>Type of activity</b>	Practical Exercise
<b>Instructions</b>	Look for gyms in your neighbourhood. Choose the ones that have senior fitness classes. Bookmark the closest one in your browser. Book an appointment with the trainer for virtual consultation if it's possible.
<b>Self-evaluation method</b>	Open your Bookmark bar in your browser and check if the website of the gym you bookmarked is there.
<b>Resources further study/practice</b>	<p>HOW TO BOOKMARK A WEBSITE IN GOOGLE CHROME</p> <p><a href="https://youtu.be/-BDnSPdpXYU?si=c_t1-SrQU5nPI95J">https://youtu.be/-BDnSPdpXYU?si=c_t1-SrQU5nPI95J</a></p>
<b>Activity 2</b>	
<b>Type of activity</b>	Practical Exercise



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<p><b>Instructions</b></p>	<p>Think of a cozy, relaxing place in your city that you love. It could be a park, a café, a riverside bench, or any spot where you enjoy spending time. Use your smartphone to take a photo of your chosen spot. Capture its beauty and atmosphere as best as you can. Write a friendly message to your close friends and family. In the message, express your love for the place and your desire to share it with them. Share the Location (Include the name or address of the spot in your message to help them find it easily). Invite your friends and family to join you for a coffee, tea, or a simple chat at the chosen spot. Let them know when you plan to be there.</p>
<p><b>Self-evaluation method</b></p>	<p>Reflect on your performance in the practical exercise. Use the following scale to assess your competence in each aspect:</p> <p><b>Photo Capture and Message Composition (PCM):</b>          I struggled to capture the beauty and atmosphere of the chosen spot in the photo.          I captured the photo but faced challenges in expressing my love for the place in the message.          I successfully captured the photo and wrote a friendly message expressing my feelings.          I not only captured a compelling photo but also wrote an engaging and heartfelt message.</p> <p><b>Location Sharing (LS):</b>          I encountered difficulties sharing the location with the name or address.          I shared the location but faced challenges in making it easily accessible.          I efficiently shared the location with clear details for easy identification.          I flawlessly shared the location, ensuring friends and family could easily find it.</p> <p><b>Invitation (INV):</b>          I struggled to invite friends and family, specifying when I plan to be at the chosen spot.          I sent the invitation but faced challenges in providing clear details about the meetup.          I efficiently invited friends and family, specifying the date and time for the meetup.          I flawlessly communicated the invitation, ensuring clarity on the meetup details.</p> <p><b>Creativity and Engagement (CE):</b>          I neglected to consider the creative and engaging aspects of the photo and message.          I was somewhat aware but may have overlooked some aspects of creativity and engagement.          I demonstrated creativity and engagement in both the photo and message.          I consistently applied creative elements, making the invitation engaging.</p>



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<b>Resources further study/practice</b>	Article: "How to Share Your Location in Real Time with Google Maps" on Google Support. Online Resource: "The Art of Inviting: Creating Invitations People Love" by Eventbrite Online Tutorial: "Smartphone Photography: How to Take Great Photos with Your Phone" on YouTube.
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## 6. CONCLUSION

If you've completed this series of exercises, you'll have noticed that your digital skills have come a long way. You can use most digital tools with confidence, interact with others in the digital space at a user level, and take advantage of online shopping without any particular risks. We hope you enjoy learning and have experienced the joy of self-improvement.





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# BRINGING DIGITALISATION TO THE OLDER GENERATION

Project-N° 2022-1-HU01-KA220-ADU-000087910

